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ABSTRACT

This Title VII Bilingual/Bicultural Program was conducted in a New York City community school district in 1979-1980. It served limited English speaking Hispanic students in grades K-9. It provided subject area instruction in the students' native or dominant language, with an emphasis on reading instruction. The introduction of the report describes the program, its services, objectives, and staffing pattern. Methods used by evaluators are reviewed with emphasis on classroom observation techniques. Areas discussed include: (1) courses taken by teachers and paraprofessionals; (2) workshops for teachers and paraprofessionals; (3) parental involvement; (4) program management; and (5) observations of the Bureau for Monitoring and Review. Test data are presented for Spanish reading achievement, mathematics achievement, and preschool general ability. Data are arranged by grade, school, and district over a three year period. Conclusions and recommendations are included. (APM)

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APR 1 - 1981

New York City Board of Education
Community School District #5
Final Evaluation Report
Title VII Bilingual Bicultural Program

Prepared For:
Community School District #5
New York, N.Y.

July 30, 1980

ED 213879

EVALUATION REPORT

1979-1980

NEW YORK CITY BOARD OF EDUCATION

COMMUNITY SCHOOL DISTRICT #5

433 West 123rd Street, Room 130
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T I T L E V I I: B I L I N G U A L - B I C U L T U R A L P R O G R A M

Project Number: 97601 - 97602

Grade Level: K-9

Funding Source: ESEA Title VII

Program Sites: P.S. 30/31, P.S. 36, P.S. 161, J.H.S. 43

Program Budget: $224,656.00

INTRODUCTION

During the 1979-80 school year a team of educational consultants developed instruments and materials for the purpose of evaluating the "Title VII: Bilingual-Bicultural Program" in Community School District #5.

The educational evaluators made field trips to each of the Title VII schools, observed the programs in operation, conducted interviews, and attempted to assess the extent to which program objectives were implemented and program goals were attained.

The following report is a summary of the observations, conclusions, and recommendations of the evaluators as these relate to the fulfillment of the goals and objectives of this program.

Further, a statistical analysis of the effects of the exposure to this program is also presented.

CONSULTANT EVALUATORS: Luis Leon and Joseph Pizzillo

School visitations, interviews, and observation report

Melvin Goldberg

Data analysis and final report write-up

TABLE OF CONTENTS

	Page(s)
Program Description	1
Scope of Services	1
Staffing Pattern	2
Program Objectives	2-3
Discrepancy Evaluation	3-4
Classroom Observations	4-9
Acting Supervisor	9
Bilingual Education Consultants	10-13
Courses Taken by Teachers and Paraprofessionals	14
Workshops for Teachers and Paraprofessionals	15-16
Parental Involvement	17
Management of the Bilingual Component	18
Bureau for Monitoring and Review	19
Bilingual Test Data	20-55
Summary of Major Findings, Conclusions, and Recommendations	56-57

PROGRAM DESCRIPTION

The Bilingual/Bicultural Program (Title VII) was designed for children of limited English-speaking ability or proficiency. It provided for subject area instruction in the students' native or dominant language (Spanish). Reading instruction in the pupil's dominant language was emphasized so that students could make the transition in reading from their native language (Spanish) to the second language (English). Second language instructional activities were provided on a regular basis and were increased progressively according to individual needs. The New York City Language Assessment Battery scores were used as criteria for selection of students to participate in the program.

Monthly meetings and workshops for bilingual teachers and paraprofessionals were held. The resource specialist and the Interim Acting Supervisor provided the leadership and instruction. The program also provided opportunities for the bilingual staff to continue their formal college or graduate studies at institutions of higher education.

SCOPE OF SERVICES

The Bilingual/Bicultural (Title VII) Program was in operation in 4 district schools: 3 elementary—P.S. 30/31; P.S. 36; P.S. 161; and 1 intermediate school—J.H.S. 43. It provided bilingual/bicultural education to approximately 363 students.

In P.S. 30/31 (Grades 1-4) there were 40 students enrolled in the program, served by 2 teachers and 2 educational assistants; in P.S. 36, 23 students (Grades 1-2) were served by 1 teacher and 1 educational assistant; in P.S. 161, 187 students (Grades K-6) were served by 7 teachers and 3 educational assistants; in J.H.S. 43, 113 students (Grades 7-9 and non-graded) were served by 5 teachers and 2 educational assistants.

In P.S. 30/31 the 2 classes were combined: a) 1st and 2nd, b) 3rd and 4th. P.S. 36 had one class also combined: 1st and 2nd. J.H.S. 43 had one ungraded class.

STAFFING PATTERN

1 Bilingual Supervisor

1 Bilingual Resource Specialist

1 Bilingual Office Aide

8 Bilingual Educational Assistants

School	# of Teachers	# of Ed. Assistants
P.S. 30/31	2	2
P.S. 36	1	1
P.S. 161	7	3
J.H.S. 43	5	2
	15	8

PROGRAM OBJECTIVES

The Bilingual/Bicultural Program (Title VII) functioned under the following objectives:

...To establish, develop, refine and maintain a model bilingual program designed to service Spanish language dominant children.

...To enhance the positive self-image and self-concept of participating students by increasing their cultural knowledge.

...To provide training of personnel involved by increasing their functional competency and professional growth.

...To provide a resource center with materials available to staff and community.

...To provide training workshops for parents of participating students so that they become involved in the education of their children.

DISCREPANCY EVALUATION

The program evaluator was officially contracted to the task of evaluating the Title VII: Bilingual/Bicultural Program in early January 1980. A meeting was held with the Interim Acting Program Supervisor in early January to ascertain the extent to which the program was implemented as described in the program proposal. The Acting Supervisor reported that the target population consisted of approximately 363 Spanish dominant students who were also receiving instruction under the Title I, English as a Second Language Program in three schools and under Chapter 720 in the other school.

When visited in January and February, the program was fully operational. The 15 teachers and 8 educational assistants as well as the remaining staff were in place. All students had been identified and placed in their respective grades. Monthly training and workshops for the teachers, educational assistants and staff were in operation since the beginning of the school year.

During the first visits to the four participating schools in January, the Acting Bilingual/Bicultural Program Supervisor introduced the evaluator to the principals, assistant principals, teachers and educational assistants working in the program. In addition, the evaluator was introduced to the E.S.L. Educational consultant who conducted teaching workshops and to another Title VII evaluation consultant who was hired to conduct an art workshop for the students. While visiting the 4 schools the Acting Bilingual/Bicultural Program Supervisor was recognized and greeted by a number of parents and community persons. She took the opportunity to introduce the evaluator and to discuss matters pertain-

ing to the Bilingual/Bicultural Program and its activities. The evaluator observed that the Acting Supervisor had developed an excellent rapport with all of the above-mentioned personnel as well as the persons from the community.

CLASSROOM OBSERVATIONS

The evaluator visited all classes spread out over 8 days of visits; one in January, three in March, two in April, one in May, and one in June. Each classroom observation lasted over a full period and in the lower grades they often extended more than two class periods. Consultations with teachers and educational assistants were held during the teachers' preparation period. All grades were visited (K-9) All teacher/pupil language activities were in Spanish with the exception of the teaching of English as a second language and some classes in the upper grades which were conducted in both English and Spanish. In the English as a Second Language classes, a limited occasional translation from English to Spanish on the part of one student to another was observed. These students were mainly newly arrived students whose communication in English was very limited.

The following areas were singled out for detailed observation: attendance, language skills being taught (reading, writing, etc.), types of activities performed by teacher and educational assistants, basic class structure, class facilities, instructional materials used, teacher methodology, observable attitude of adults in classroom, interaction between teacher and student, adult's knowledge of curriculum, class discipline, teacher's use of motivational devices, classroom organizational process used by teachers, teacher demonstration of an attitude of caring with respect to pupils and overall estimate of teacher effectiveness. Each area will be reported in turn.

The total class register of the program was 363 students, while the total number of students observed during the visitations was 324 students.

In all classes visited, the curricular areas being taught were in consonance with accepted New York City Board of Education curricula. Instruction was clearly at the appropriate level of difficulty for the students. The great majority of the students had been enrolled in the Bilingual/Bicultural classes the previous year and had progressed to the next grade, following the prescribed curriculum. In the upper level the evaluator observed that a group of newly arrived students were grouped for English as a Second Language as part of the Bilingual Program and also in the E.S.L. lab class. The program's philosophy was to introduce the student to the second language (English) at the level of competency of the student.

In all subject areas reading and writing were an essential part of the curriculum; in the lower grades reading instruction in Spanish was emphasized and content area instructional activities stemed from the material in the readers. When presenting a new story, the teachers and educational assistants first introduced difficult or unfamiliar vocabulary, drilled the words, gave their meaning(s), used them in sentences and then proceeded to read the story. Questions and answers were used to reinforce reading comprehension. Writing was an integral part of this learning activity.

The subject area for four of the 15 classes observed was mathematics--2 in the lower level and 2 in the upper level. The lower level classes were practicing adding and subtracting. All activities were performed in Spanish. In the upper level one 6th grade class was observed in a lesson on fractions. The motivation and participation of the students was excellent. The other class observed (8th grade) was solving equations. The largest part of the class was taught in English with occasional translation into Spanish.

One of the classes observed was a science class where the teacher presented the reproductive systems of flowers. The terminology was first presented in Spanish and later in English. The diagrams were artistically drawn on the board and the students were able to visualize the fertilization processes of the flower. The students' participation involved answering questions as well as class discussion.

In another class a XIX Century novel was discussed; class participation was excellent and the students demonstrated good mastery of the language and demonstrated literary insight. The teacher also reviewed parts of grammar.

In the lower grades it was obvious that the students were learning to read and write in their native language. The teachers and educational assistants were observed working with the individual students throughout the day. This was observed during the teachers' preparation periods and lunch periods. This observation demonstrated the dedication and interest on the part of teachers for the education of their pupils.

It was observed that in the lower grades the teacher worked with the class as a unit and then, generally, the class was divided into smaller groups with some students working on their own and students working with the teacher or with the educational assistant. All work performed by the students was checked either by the teacher or by the paraprofessional. The lessons were well prepared and the teacher and the educational assistant worked as a team.

In the upper grades almost every class was taught as a unit since the educational assistants rotated from one class to another and the students were able to do individualized work. The students were more mature and demonstrated responsibility and purpose. The various subject areas were taught by different teachers who were specialists in those areas.

All classes included some aspect of Hispanic culture as well as that of American heritage. This enhanced the development of a positive self-image of

Hispanic students and introduced them to the surrounding culture. The evaluator observed that the students felt very comfortable in this learning environment having confidence in their teachers and educational assistants. This relationship was observed through the mutual respect demonstrated in their behavior toward one another.

In all of the lower grades the educational assistants were found working with students in small groups in the classroom. In the combined classes the teacher would teach one grade and the paraprofessional the other. These classes were small enough that they could be taught in the same room. Half of the class period was taught by the teacher and half by the educational assistant. The teacher was actively involved in both activities, always supervising the work of the educational assistant. This obviously involved previous planning. The evaluator observed that in all cases the educational assistants were performing their assigned instruction. Logs were checked. The logs were specific and to the point, demonstrating that much planning and preparation was done previous to the actual class.

All classes contained moveable tables with chairs. In some classes they were organized in small clusters. In other classes they were separated. All classrooms were well equipped. Bulletin boards showed current student work. In addition the bulletin boards contained well arranged expositions of Hispanic culture: topics being discussed in the class, Hispanic personalities, American personalities, seasonal topics, etc.

Bilingual/Bicultural Program classes participated in many school-wide activities, such as school plays. One play was dedicated to Hispanic culture and staged by the Hispanic students. It was also observed that classes participated in school field trips to the circus and other places. The Bilingual/Bicultural students were observed to relate to and play with the other students in the schools. The Bilingual students were not isolated from the mainstream.

The materials used consisted of: commercially produced materials, textbooks, workbooks (readers both in Spanish and English; mathematics texts in English and Spanish). Teacher-made materials were coordinated with the commercial materials and used to supplement and reinforce. A myriad of props and visual aides, pictures, cards--commercially bought or made by the teachers and educational assistants--were also used. All in all, the materials, although limited in quantity, were excellent and followed the sequential curriculum from kindergarten through the ninth grade.

The attitudes of the teachers and educational assistants could generally be described as excellent. They were conscientious and seemed intent upon presenting and reviewing the lessons to the students. The evaluator saw no examples of teachers being unprepared. No cases of teachers or educational assistants being unduly harsh or unfair to students were observed. A warm relationship between the professionals and the students was observed. Much affection, as it exists in the Hispanic culture, was obvious.

Student interaction with teacher and educational assistant was evident in every class. In all classes the students participated in choral or individual tasks, answering questions, asking questions, repeating, writing, etc. The evaluator observed an excellent rapport and warmth between the professionals and the students. In some classes the noise level at the beginning was a little high but the teachers immediately took charge to quiet the students down. There was one exception where it took approximately ten minutes to settle the class down.

In each of the following areas, the evaluator rated the Bilingual/Bicultural teachers as being above average to excellent: knowledge of curriculum (the Acting Supervisor insisted on continuous assessment of the curriculum), class

discipline and classroom organizational processes used by the teacher, and the creating of a learning environment. The atmosphere seemed conducive to learning. All teachers recognized when a student was having difficulty in grasping the subject matter and immediately proceeded to help the student.

Overall, the evaluator would rate the 15 classes as follows: 9 excellent, 4 above average, and 2 average.

ACTING SUPERVISOR

The Acting Supervisor made weekly visits to the different schools and the Bilingual/Bicultural Program classes. She was active in curriculum development. She scheduled and presented monthly workshops for the teachers and educational assistants. She was familiar with most of the students and she scheduled and organized parent meetings in order to disseminate information dealing with the Title VII program. As an administrator she appeared to be effective and efficient as demonstrated in her up-to-date management of the different phases of the program. All of the professional staff spoke of her with respect and admiration both as an educator and as an administrator.

Bilingual Educational Consultants

Three bilingual education consultants were hired to work in the training component: Carole Joseph (10 days), Nitza Tufino (20 days), and Edwardo Ordonez (6 days). Additionally, Stella Sanchez served as the teacher trainer (40 days), Luz Rosenthal served as the parent trainer (she serves as the Bilingual Teacher in School and Community Relations at P.S. 161 and provided 15 hours per week in this program, and Francisco Rubinos served as the full time Bilingual Resource Specialist. The role of each will be discussed in turn:

Carole Joseph: The duties of this consultant was to assist in the implementation of bilingual program goals and objectives at J.H.S. 43; help bilingual teachers to design strategies for small groups and individualized instruction in reading; on-site observation of staff; provision of demonstration lessons and workshops.

These activities were carried out. Of special note is a request by the consultant for "materials in Spanish, especially in the areas of social studies, language arts, and math (workbooks) for J.H.S. 43."

Nitza Tufino: This consultant is an artist. She worked with children in the bilingual classes at P.S. 161 and P.S. 30/31 in the creation of a mural. She also provided training for teachers in methods for incorporating culture and arts into language arts and bicultural studies.

It should also be noted that during the 1978-79 school year the consultant also worked on a similar project at J.H.S. 43 on a huge

mural in the school cafeteria. Adam Clayton Powell was the theme, taken from the school's name. At this site a number of monolingual English speaking children participated in the project, an effort that surely enhanced desegregation in the school.

Edwardo Ordonez and Luz Rosenthal: The main emphasis of these efforts was the parent program. The Bilingual Teacher in School and Community Relations organized and coordinated workshops for Hispanic parents and developed other activities to help orient them to school procedure. Help was also provided in the guidance of pupils and parents where appropriate. The consultant also helped with these activities. Unfortunately, six days per year for a consultant and 15 hours per week for the Bilingual Teacher in School and Community Relations does not provide enough time to develop a comprehensive parent program. Some of the objectives in the parent program, therefore, could not be fully implemented. To the credit of the program, however, classes were held for parents and active participation was saught.

Stella Sanchez: The teacher trainer's role was to visit teachers in the Title VII program and provide training as necessary. Her expertise was in the area of bilingual education materials and methods. She worked with teachers on an individual basis and helped in the identification of eligible population through the coordination of the Language Assessment Battery Test.

Francisco Rubinos: The job description for the Bilingual Resource Specialist calls for the following:

1. To serve as a resource person to both teachers and paraprofessionals.
2. Give demonstration lessons to the classroom teachers.
3. Develop materials and lessons as needed.
4. Assist the classroom teacher in planning.
5. Keep a file of all materials relevant to the program.
6. Set up training workshops for teachers and paraprofessionals.
7. Coordinate special functions involving parents.

Some of the special projects carried out under Mr. Rubinos' direction were:

---Philosophy for children project in P.S. 161 and J.H.S. 43 served as an enrichment in the area of reading, language arts, and math. These activities emphasized the thinking processes. In the previous year, the Bilingual Resource Specialist introduced the project at P.S. 161 only.

---Paraprofessional Training Program consisting of 10 workshops were prepared and presented by the Bilingual Resource Specialist.

---Coordination of the Spanish Spelling Bee Contest within the school district.

---Coordination of testing and data collection for program evaluation. The Bilingual Resource Specialist has been extremely helpful to the program evaluators in the area of data collection.

---The development of modules emphasizing the cultural aspects of the Hispanic heritage. These modules were developed by Mr. Rubinos and Mrs. Leila Rivera who served as a Bilingual Specialist in the second year of the project.

---The development of modules for social studies and language arts following Bloom's Taxonomy of Educational Objectives and an anthropological approach. This was done in the framework of humanistic education.

All of these materials were submitted to Ms. Aurea E. Rodriquez of the Northeast Center for Curriculum Development, Bronx, New York City, for dissemination to other programs (see attached letter).

COMMUNITY SCHOOL DISTRICT 5
433 West 123 Street
New York, New York 10027

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April 18, 1980

Ms. Aurea E. Rodriguez
Northeast Center For
Curriculum Development
I.S. 184
778 Forest Avenue
Bronx, New York 10456

Dear Ms. Rodriguez:

The attached copies of instructional materials has been developed during the last two consecutive Summer Programs under the Title VII auspices.

We believe that these teaching materials are adequately prepared and developed to deserve your attention, reviewing and comments.

We have concentrated our efforts in developing curriculum in the area of Social Studies, which possess the teaching essentials as relevant materials as they are.

The introduction as well as the Modules that are included speak for themselves, therefore I leave to your judgment the valuing process of these materials.

Please, let us know your decision about any possible publication.

Thank you.

Sincerely,

Victoria Manero

Victoria Manero
Acting Bilingual Supervisor

VM/ci
Attachment
cc: Ms. Elaine B. Landrum

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Courses Taken by Teachers and Paraprofessionals

Training needs of teachers and paraprofessionals were met a number of ways. A Needs Assessment Questionnaire was given to staff to determine in-service needs. An inservice program was provided by the Acting Bilingual Supervisor, Bilingual Resource Specialist, and Teacher Trainer. These training activities will be discussed in the next section.

In addition to the inservice program, many staff members received training through course work at Teacher's College and at City University of New York. A total of ten staff members, both teachers and paraprofessionals enrolled for a total of 21 courses at these two institutions. A sample of courses taken are given below:

Teachers

---Management Science for Administrators

---Psycholinguistics

---Theories and Practices of Bilingual Education

---Children of Caribbean Culture and the Bilingual Curriculum

---Philosophy for Children and the Bilingual Curriculum

Paraprofessionals

---Survey of Developmental Reading

---Diagnosis and Treatment of Reading Disabilities

---Philosophy for Children and Bilingual Curriculum

---Teaching English as a Second Language

Workshops for Teachers and Paraprofessionals

A major part of the Bilingual Program was the inservice teacher and paraprofessional workshops. The bilingual paraprofessional workshops were planned and conducted by Mr. Rubinos, the Program's trainer. The teacher workshops were planned and conducted by Mr. Manero, the Acting Bilingual Supervisor.

A total of 10 bilingual paraprofessional workshops were held with an average attendance of 5.2. There was a total of 8 bilingual paraprofessionals in the program. A total of 13 teacher workshops were held with an average attendance of 4.75. Workshops, however, were given during teachers' lunch hours and rotated from school to school. Therefore, the attendance tended to be somewhat low because the bilingual teachers were not always released to attend these inservice meetings during school hours. Teachers who were not present at meetings, met with the Program Director on an individual basis.

A sampling of teacher inservice topics are given:

---Progress of Development of Language Arts Skills in Spanish

---Classroom Organization and Grouping

---Assessment of Student Progress

---Teaching Reading to Spanish Speakers

---First and Second Language Acquisition--Instruction in the Native and Target Languages: Theories, Classroom Applications, and Grouping (extended over 4 sessions).

A sampling of paraprofessional inservice topics are as follows:

---Overview of Instructional Material Development

---How to Use These Materials in the Content Areas According to Grade Level

---How Reading Procedures Should be Implemented

---Teaching Principles of Bilingual Education

---Instructional Groups

---Mixed Group Instruction

---The Reading Process in a Bilingual Setting

As can be seen by these topic titles, instruction for both teachers and paraprofessionals was varied and indepth. Distinct and different needs of teachers and paraprofessionals were met through the inservice program.

Parental Involvement

There are two aspects to parental involvement in bilingual programs. One aspect is the parental training and parental governance components. This involves organizing a Bilingual Advisory Committee and holding regular meetings and establishing a training program or workshop program for parents. English as a second language instruction is generally provided.

The second aspect of parental involvement generally expresses itself in stronger parent-student ties. These ties are both attitudinal and behavioral. Parents of students in bilingual programs generally react favorably when asked about the quality of their children's education. In the Community School District #5's Bilingual program, this second aspect of parental involvement is demonstrated by parental visits to classes, individual meetings held twice a year (more if necessary) between classroom teacher and parent, phone calls to program coordinator, and general support for the program.

Returning to the first (more formal) aspect of parental involvement, a large number of meetings were scheduled and held during the year. A conscientious effort was made to involve parents. A total of 12 Bilingual Advisory Committee meetings with an average attendance of 8.5 were held during the year. A total of 15 Parent Involvement meetings or workshops were held during the year with an average attendance of 9.6. The best attendance occurred on days when the Bilingual Advisory Committee and the Parental Involvement activity occurred on the same day (highest attendance figures of 15 and 16 parents).

Although these attendance figures are not great, they are not unusual for bilingual programs in New York City. Improvement in this area, however, should be a program priority for 1981-82.

Management of the Bilingual Program

A number of key activities stand out in the area of Bilingual program management.

1. Recordkeeping system used for materials ordered and received as evidenced by a review of the ledger kept.
2. Review of paraprofessional logs and weekly activities by the Acting Supervisor.
3. Assembly programs that were developed and presented to the whole school in the areas of:
   ...Puerto Rican Heritage Week
   ...Dominican Republic Heritage Week
   ...Pan American Week
4. Student participation in the Spanish Spelling Bee Contest involving grades 4 through 9.
5. The Acting Bilingual Supervisor also attended the following Title VII paid conferences as part of her duties:
   ...Ninth Annual International Bilingual-Bicultural Education Conference (Anaheim, California, April 16-24, 1980)
   ...Eighth Annual International Bilingual-Bicultural Education Conference (Seattle, Washington, May 3-10, 1979)
   ...Management Institute held in Washington, D.C.
6. Bilingual program staff attended conferences and meetings sponsored by the New York City Board of Education, the Office of Bilingual Education; and other departments such as the Office of Language Arts Curriculum and the Regional Bilingual Training Resource Center.

Bureau for Monitoring and Review

The Bureau for Monitoring and Review monitored Community School District Five's Title VII Bilingual-Bicultural Program in line with guidelines for city-wide monitoring of reimbursable programs. Observations were discussed with staff at the sites visited as well as with Program Office staff. The monitoring review said:*

"At this time, and at the sites mentioned, the program was being implemented as approved. Therefore we are happy to forward this program report, and to note that no response will be necessary."

*Visits made in April of 1980

Spanish Reading Achievement

As in the previous two years of the program, the Prueba de Lectura: Inter-American Series was administered this year to assess level and growth in Spanish reading achievement. Students were pretested in October 1979 and posttested in May 1980, thus leaving a seven-month pre-posttest interval. The four test levels given were assigned to the grades as follows: Level 1—Gradel; Level 2--Grades 2 and 3; Level 3—Grades 4, 5, and 6; Level 4--Grades 7, 8, and 9.

Table 1 presents Spanish Reading Achievement--Grade Summary results. Mean raw scores, mean differences, standard deviations, t and p values for each grade district wide are presented in Table 1. The maximum score possible for each test level, and the number of students who took both pre and posttests is also shown.

With the exception of the ungraded Class, every grade in the program from one through nine made statistically significant gains during the seven-month pre-posttest interval. All t-values for mean differences were significant at the .01 level of probability. While the ungraded Class, a combination of seventh, eighth, and ninth graders, showed a negative pre-posttest change in raw score means, the t-value indicated no statistically significant change during the pre-post interval.

Table 1

Spanish Reading Achievement*

Grade Summary

Pre/Posttest Mean Raw Scores with Standard Deviations and t and p Values for Mean Differences

Grade	N	Max. Score	Pretest	Posttest	Mean Difference	St.Dev.	t	p
1	30	80	3.53	34.00	30.46	15.27	10.76	.01
2	42	110	31.92	77.04	45.11	19.27	14.98	.01
3	20	110	44.60	68.50	23.90	16.31	6.39	.01
4	28	125	19.22	37.00	17.78	14.72	6.28	.01
5	15	125	25.20	32.13	6.93	7.37	3.51	.01
6	32	125	47.06	62.13	15.25	13.43	5.91	.01
7	63	125	28.15	38.47	10.32	14.86	5.48	.01
8	64	125	32.62	48.76	16.14	15.52	8.27	.01
9	21	125	40.52	44.80	4.28	7.70	2.48	.01
UnGr.	22	125	32.18	30.77	-1.40	2.72	.51	> .05

*Prueba de Lectura: Inter-American Series

The Prueba de Lectura: Inter-American Series is a norm-referenced achievement test, yet the norms available are primarily based on school populations in Puerto Rico, or on populations of Hispanic students in the Southwestern United States. Thus, the validity of these norms is questionable when applied to the performance of Hispanic students living in urban areas of the Northeastern United States. However, these norms were used because they were the best available at the time. Major test publishers have not developed tests for the Bilingual market. In order to put the raw scores presented in Table 1 into some kind of norm-referenced perspective, the norms compiled from urban schools in Puerto Rico have been employed. Only fall norms have been published for grades one through six, and spring norms for grades seven through nine.

Thus, posttest grade level estimates will most likely be over-estimates for grades one through six, and pretest estimates for grades seven through nine will most likely be underestimates.

Clearly, then, findings presented in the tables to follow which refer to grade levels are approximations only and should be interpreted accordingly.

Table 2 also presents Spanish Reading Achievement - Grade Summary. However, in Table 2, the pre and posttest columns show the average percentage of correct responses at each grade level. The third column shows the percentage of correct responses required to place a student at the 50th percentile rank, or, in other words, at the grade level. The last column shows the actual pre to posttest percentage increase, or decrease, in the number of correct responses.

On the pretest, none of the nine grades obtained the average percentage of correct responses needed to be on grade level. However, on the posttest every grade, except the ninth, exceeded the required percentage of items correct to be on grade level. Particularly large gains were made in the first three grades which increased their percentage of correct responses by thirty-seven, forty-one, and twenty-two percentage points, respectively.

Table 2

Spanish Reading Achievement*

Grade Summary

Average Percentage of Correct Responses Compared with Percentage Required for On-Grade Level Performance, and Pre-Posttest Change in Percentage Correct

	Percentage Correct Responses			
Grade	Pretest	Posttest	Required**	Change
1	5	42	36	+37
2	29	70	32	+41
3	40	62	50	+22
4	15	29	16	+14
5	20	26	22	+ 6
6	38	50	40	+12
7	22	30	28	+ 8
8	26	39	33	+ 3
9	33	36	38	- 1

*Prueba de Lectura: Inter-American Series
**Based on fall norms for grades 1-6; spring norms for grades 7-9

Table 1 and Table 2 presented data which examines average performance at each grade level. In Table 3, however, individual performances within each grade is examined. Table 3 shows how many students in each grade were able to achieve reading scores which, compared to the norms gathered from their counterparts in Puerto Rico, could be considered above grade level. For example, in grade 1, when pretested none of the 30 students tested were above grade level. When posttested, 21 of 30 or 70 percent were above grade level.

On the whole, the gains made during the pre posttest interval were impressive. For example, when pretested only one grade, the fifth, had more than half of its students above grade level. When posttested, not only had the number of students above grade level increased for every grade, but in every grade except the ninth more than fifty percent of the students were above grade level. In grades two, three and four, eighty or more percent of the students reached the required level.

Table 3

Spanish Reading Achievement*

Grade Summary

Number and Percentage of Students per Grade Scoring Above Grade Level**

Grade	N	Above Grade Level			
		Pretest		Posttest	
		No.	%	No.	%
1	30	0	0	21	70
2	42	15	36	40	95
3	20	6	30	16	80
4	28	12	43	23	82
5	15	8	53	10	66
6	32	15	47	22	69
7	63	6	9	34	54
8	64	14	22	37	58
9	21	5	24	7	33

*Prueba de Lectura: Inter-American Series

**Based on fall norms for grades 1-6; spring norms for grades 7-9

The previous three tables have presented the test results by grade, combining the results of the same grades in different schools. The next three tables (Tables 4-6) show the data on a school-by-school basis. Apart from the fifth, ninth and the ungraded class, each grade was represented in at least two schools in the district. The same methods of analysis and format used in Tables 1-3 have been used in Tables 4-6.

Table 4 shows Spanish Reading Achievement Summary data on a school-by-school basis. Mean raw scores, mean differences, standard deviations, t and p values for each grade in each school, the number of students pre and posttested, and the maximum score possible at each test level are presented.

Only the first grade in PS 30/31 and the ungraded class in JHS 43 failed to achieve statistically significant gains at .05 probability level. However, it should be noted that in 30/31 there were only two first grade students who were both pre and posttested and that with an N of only 2, an extremely high t-value would be required for a significant pre-post difference. As it was, they did increase their raw score on the posttest by 5.50 and the posttest mean raw score of 29.50 was commensurate with the means achieved by the other two schools. The most impressive gains were made in the first and second grades at PS 161; the second and fourth grades at PS 30/31; the first grade at PS 36; and the sixth grade at IS 195.* These gains, or mean differences, are more meaningfully presented, as a percentage of the total number of test items, in the next table, Table 5.

*IS 195, although not funded under Title VII funds, participated in the Bilingual-Bicultural Program. Students in IS 195 were tested in Spanish along with other District 5 bilingual students.

Table 4

Spanish Reading Achievement*

School Summary

Pre/Posttest Mean Raw Scores with Standard Deviations
and t and p Values for Mean Differences

Grade	School	N	Max. Score	Pretest	Posttest	Difference	St.Dev.	t	p
1	161	20	80	2.10	33.90	31.80	12.94	10.70	.01
	30/31	2		24.00	29.50	5.50	.50	11.00	>.05
	36	8		2.00	35.37	33.37	16.95	5.19	.01
2	161	26	110	26.42	77.73	51.30	15.98	16.08	.01
	30/31	8		44.75	93.25	48.50	10.44	12.27	.01
	36	8		37.00	58.62	21.62	17.95	3.18	.01
3	161	15	110	44.73	73.13	28.40	16.06	6.62	.01
	30/31	5		44.20	54.60	10.40	6.88	3.02	.05
4	161	18	125	15.77	24.10	8.33	5.81	5.95	.01
	30/31	10		25.70	60.50	34.80	9.81	10.64	.01
5	161	15	125	25.20	32.13	6.93	7.37	3.51	.01
6	161	28	125	50.25	61.78	11.53	8.16	7.34	.01
	IS195	4		24.75	66.00	41.25	14.30	4.99	.05
7	JHS43	20	125	25.70	31.15	5.45	9.83	2.42	.05
	IS195	43		29.30	41.88	12.58	16.20	5.03	.01
8	JHS43	25	125	38.12	44.88	6.76	9.25	3.57	.01
	IS195	39		29.10	51.25	22.15	15.74	8.68	.01
9	JHS43	21	125	40.52	44.80	4.28	7.70	2.48	.05
Ungr.	JHS43	22	125	32.18	30.77	-1.40	12.47	.51	>.05

*Prueba de Lectura: Inter-American Series

In Table 5 the percentage of correct responses on the pre and posttests is shown for each grade in each school enabling comparison with the percentage required for an on-grade level performance. The actual percentage point change attained from pre to posttest, is given in the last column of the table.

On the pretest, the sixth grade at PS 161 obtained the required percentage of items correct to reach grade level. The rest of the classes fell below the level required. On the posttest the minimum percentage of correct responses needed to be on-grade level was reached by every grade in every school except the seventh and ninth grades in JHS 43. Forty or more percentage point pre-post increases were obtained by the first and second graders in PS 161; in the first grade at PS 36; and in the second grade at PS 30/31. These gains are impressive.

Table 5

Spanish Reading Achievement*

School Summary

Average Percentage of Correct Responses Compared with Percentage Required for On-Grade Level Performance and Pre-Posttest Change in Percentage Correct

Grade	School	Percentage Correct Responses			
		Pretest	Posttest	Required**	Change
1	161	3	43	36	+40
	30/31	30	38		+ 8
	36	3	45		+42
2	161	24	71	32	+47
	30/31	41	85		+44
	36	34	54		+20
3	161	41	66	50	+25
	30/31	40	50		+10
4	161	13	19	16	+ 6
	30/31	12	49		+37
5	161	20	26	22	+ 6
6	161	40	50	40	+10
	IS195	20	53		+33
7	JHS43	21	25	28	+ 4
	IS195	23	34		+11
8	JHS43	30	36	33	+ 6
	IS195	23	41		+18
9	JHS43	33	36	38	+ 3

*Prueba de Lectura: Inter-American Series
**Based on fall norms for grades 1-6; spring norms for grades 7-9

Individual performances in each grade in each school are examined in Table 6. The table shows how many and what proportion of the students in the various classes were able to achieve scores considered above grade level.

The percentage of above-grade level students increased in all classes in all schools during the program period. When pretested only five of the eighteen classes had fifty or more percent of their students reading above grade level. When posttested, fifteen of the eighteen classes contained fifty or more percent of their students in the above-grade level category. Only the third grade in PS 30/31, and the seventh and ninth in JHS 43 were unable to meet this requirement.

Table 6

Spanish Reading Achievement*

School Summary

Number and Percentage of Students per Grade Scoring Above Grade Level.**

			Above Grade Level			
			Pretest		Posttest	
Grade	School	N	No.	%	No.	%
1	161	20	0	0	14	70
	30/31	2	0	0	2	100
	36	8	0	0	5	63
2	161	26	5	19	26	100
	30/31	8	6	75	8	100
	36	8	4	50	6	75
3	161	15	4	27	14	93
	30/31	5	2	40	2	40
4	161	18	3	17	13	72
	30/31	10	9	90	10	100
5	161	15	8	53	10	66
6	161	28	15	54	20	71
	IS195	4	0	0	2	50
7	JHS43	20	0	0	8	40
	IS195	43	6	14	26	60
8	JHS43	25	8	32	14	56
	IS195	39	6	15	23	59
9	JHS43	21	5	24	7	33

*Prueba de Lectura: Inter-American Series
**Based on fall norms for grades 1-6; spring norms for grades 7-9

Table 7 summarizes the progress of all 315 of the program's participants, who were present for both pre and posttesting with the Prueba de Lectura, in terms of the numbers and percentage who achieved above grade level performances.

When pretested in October 1979, twenty-six percent of the 315 tested were reading above grade level; when the same students were tested again in May 1980, sixty-seven percent were reading above grade level.

Gains were impressive for the Junior High as well as elementary grades. The Junior High grades moved from seventeen to fifty-two percent above grade level; the elementary grades raised the number of students above grade level from thirty-four to seventy-nine percent.

It would appear from this data that the final 1979-80 phase of District 5's three-year Title VII program was a successful one in terms of Spanish reading achievement.

Table 7

Spanish Reading Achievement*

District Summary

Number and Percentage of Students Combining All Grades in the Program Scoring Above Grade Level on the Pre and Posttests

Grade	N	Above Grade Level			
		Pretest		Posttest	
		No.	%	No.	%
Elementary (1-6)	167	56	34	132	79
Junior High (7-9)	148	25	17	78	52
TOTAL	315	81	26	210	67

*Prueba de Lectura: Inter-American Series

Table 8 and Table 9 chart the progress of the various grades in Spanish reading since the inception of the program in 1977.

*****

Table 8 indicates which grades during each of the three years of the Title VII Bilingual Program were able to achieve posttest scores which, on an average, would place them above grade level. The results show that there was a steady increase during the three-year program period in the number of grades reaching the above grade level mark. In 1977-78, four of the seven grades participating in the program achieved an average percentage of correct responses sufficient to place them above grade level. In 1978-79, five of the nine grades succeeded, and by the end of the 1979-80 school year, eight out of nine grades were above grade level.

Table 8

Spanish Reading Achievement*

An Overview of the Three-Year Program Period

1977-1980

Grade-Level Achievements for Each of the Grades During the Three-Year Program Period Based on Average Percentage Correct Responses on the Posttest

Grade	Grade Level		
	1977-78	1978-79	1979-80
1	Above	Above	Above
2	Above	Above	Above
3	Below	Above	Above
4	Above	Above	Above
5	--	Above	Above
6	Above	Below	Above
7	Below	Below	Above
8	Below	Below	Above
9	—	Below	Below

*Prueba de Lectura: Inter-American Series

Another way of measuring progress in Spanish reading throughout the program period is to compare from year to year the percentage of students who were able to attain an above grade level performance by the end of each year, and to compare pre-post differences for each year. Data for this kind of comparison is available for 1978-79 and 1979-80 and is presented in Table 9.

The overall percentage of students reading above grade level when posttested in 1978-79 was 64 percent; when posttested in 1979-80 was 67 percent--a three percent gain. A large increase, however, occurred in the Junior High School grades, with the percentage rising from thirty-five percent in 1978-79 to fifty-two percent in 1979-80. Furthermore, the pre-post gain during the school year for these grades was only five percent in 1978-79, but seventeen percent in 1979-80.

Table 9

Spanish Reading Achievement*

An Overview of the Three-Year Program Period

1977-80**

Percentage of Students Combining All Grades in the Program Scoring Above Grade Level on the Pre and Posttests

Group	Percentage of Students Above Grade Level			
	Pretest		Posttest	
	1978-79	1979-80	1978-79	1979-80
Elementary (1-6)	32	34	75	79
Junior High (7-9)	30	17	35	52
TOTAL	32	26	64	67

*Prueba de Lectura: Inter-American Series
**Data for individual student performance not available for 1977-78

Mathematics Achievement

To determine progress in Mathematics, the Number and Computation subtests of the Prueba de Habilidad General: Inter-American Series were used again this year. There was a seven-month pre-post interval with students pretested in October 1979, and posttested in May 1980. Grade 1 received Level 1; grades 2 and 3, Level 2; grades 4, 5, and 6, Level 3; and grades 7, 8, and 9, Level 4.

Table 10 presents the results for Mathematics achievement. Pre and posttest mean raw scores and mean differences with t and p values are presented in Table 10.

All grades showed an increase in pre over posttest mean raw scores. Furthermore, all except grade five showed mean differences which were statistically significant at the .01 level of probability.

Table 10

Mathematics Achievement*

Grade Summary

Pre/Posttest Mean Raw Scores with Standard Deviations and t and p Values for Mean Differences

Grade	N	Max. Score	Pretest	Posttest	Mean Difference	St.Dev.	t	p
1	31	15	7.16	11.61	4.45	2.86	8.65	.01
2	46	30	11.10	19.00	7.89	6.57	8.05	.01
3	23	30	10.09	16.57	6.48	3.94	7.36	.01
4	36	26	6.55	8.52	1.97	3.48	3.39	.01
5	18	26	9.38	10.27	.89	2.78	1.32	>.05
6	31	26	13.74	15.93	2.19	2.54	4.46	.01
7	63	26	7.04	10.48	3.44	3.71	7.31	.01
8	62	26	7.17	12.50	5.33	6.15	6.83	.01
9	22	26	7.59	9.81	2.22	3.26	3.12	.01
Ungr.	21	26	5.57	7.52	1.95	2.39	3.67	.01

*Numero o Computacion: Inter-American Series

Norms are not available to give perspective to the mean raw scores presented in Table 10. Number and Computation subtest scores were combined with other subtests when norms were compiled for the General Abilities Test.

Table 11, therefore, gives the percentage of items answered correctly on the pretest as compared with the percentage answered correctly on the posttest. Every grade made gains in this respect, although only the gains made by grades one, two, three, and eight could be considered substantial, in that they increased their posttest achievement by twenty or more percentage points.

If, and this is a tenuous assumption, we assume that achieving fifty percent correct responses would represent an on-grade level performance, only grades one, two, three, and six were able to reach this level on the posttests.

Table 11

Mathematics Achievement*

Grade Summary

Average Percentage of Correct Responses Comparing Pre-Posttest Performance

Grade	Percentage Correct Responses		Change
	Pretest	Posttest	
1	48	77	+29
2	37	63	+26
3	34	55	+21
4	25	33	+ 8
5	36	39	+ 3
6	53	61	+ 8
7	27	40	+13
8	28	48	+20
9	29	38	+ 9
Ungr.	21	29	+ 8

*Numero o Computacion: Inter-American Series

Table 12 enables the test data to be examined on a school-to-school basis as compared to the grade only comparisons made in the previous two tables on mathematics achievement.

In every school participating in the program, except JHS 43, at least one class failed to meet the .01 probability level for statistically significant mean differences between pre-posttest scores. However, every class in every school did make absolute pre-post mean raw score gains.

Table 12

Mathematics Achievement*

School Summary

Pre/Posttest Mean Raw Scores with Standard Deviations and t and p Values for Mean Differences

Grade	School	N	Max. Score	Pretest	Posttest	Mean Difference	St.Dev.	t	p
1	161	20	15	6.65	11.95	5.30	3.02	7.82	.01
	30/31	3		11.66	14.72	2.66	.94	3.24	>.05
	36	8		6.75	9.75	3.00	1.73	4.61	.01
2	161	29	30	9.45	18.00	8.55	5.15	8.81	.01
	30/31	8		12.00	26.00	14.00	3.99	9.27	.01
	36	9		15.67	16.00	.33	5.39	.17	>.05
3	161	17	30	9.05	16.29	7.24	3.82	7.62	.01
	30/31	4		14.50	17.75	3.25	2.58	2.18	>.05
4	161	24	26	4.33	6.83	2.50	3.46	3.47	.01
	30/31	12		11.00	11.91	.91	3.27	.92	>.05
5	161	18	26	9.38	10.27	.89	2.78	1.32	>.05
6	161	27	26	14.85	16.85	2.00	2.34	4.44	.01
	IS195	4		6.25	9.75	3.50	3.35	1.81	>.05
7	JHS43	19	26	6.63	9.15	2.52	2.89	3.81	.01
	IS195	44		7.20	11.04	3.84	3.94	6.40	.01
8	JHS43	24	26	9.00	9.33	.33	2.33	.68	>.05
	IS195	38		6.00	14.50	8.50	5.71	9.13	.01
9	JHS43	22	26	7.59	9.81	2.22	3.26	3.12	.01
Ungr.	JHS43	21	26	5.57	7.52	1.95	2.39	3.67	.01

*Numero o Computacion: Inter-American Series

Table 13 presents the percentage of correct responses comparing pre and posttest results for each grade in each school. Again, using the tenuous assumption that fifty percent correct answers represents an on-grade level performance, it can be seen that on the pretest, only the first grade in PS 30/31, the second grade in PS 36, and the sixth grade in PS 161, were able to meet this requirement. On the posttest all schools with grades one, two, and three in the program raised their scores to meet this requirement. Above the third grade, only the sixth in PS 161 and the eithth in IS 195 were able to do so. In summary, ten of the nineteen classes in the various schools reached grade level on the mathematics posttest; on the pretest, three of the classes in the various schools reached grade level.

Table 13

Mathematics Achievement*

School Summary

Average Percentage of Correct Responses Comparing Pre-Posttest Performance

Grade	School	Percentage Correct Responses		Change
		Pretest	Posttest	
1	161	25	78	+53
	30/31	78	95	+17
	36	45	65	+20
2	161	32	60	+28
	30/31	40	87	+47
	36	52	53	+ 1
3	161	30	54	+24
	30/31	48	59	+11
4	161	17	26	+ 9
	30/31	42	46	+ 4
5	161	36	40	+ 4
6	161	57	65	+ 8
	IS195	24	38	+14
7	JHS43	26	35	+ 9
	IS195	28	42	+14
8	JHS43	35	36	+ 1
	IS195	23	56	+33
9	JHS43	29	38	+ 9
Ungr.	JHS43	21	29	+ 8

*Numero o Computacion: Inter-American Series

A more global view of the progress made in mathematics this year is given when the correct response percentage is calculated for all grades combined. Table 14 shows the average percentage of correct items obtained on the pretest and posttest by the elementary grade students, the junior high school students, and also the percentage obtained on an average by all 353 students in the program. The percentage increase from pre to posttest was as follows: sixteen percent correct for elementary; thirteen for junior high; and fourteen percent for the grades combined. Assuming that fifty percent correct responses represents an on-grade level score, then only the elementary grades, with fifty-five percent, reached this level when posttested.

Table 14

Mathematics Achievement*

District Summary

Percentage of Correct Responses Combining All Grades in the Program on the Pre and Posttest

Group	N	Percentage of Correct Responses	
		Pretest	Posttest
Elementary (1-6)	185	39	55
Junior High (7-9)	168	26	39
TOTAL	353	34	48

*Numero o Computacion: Inter-American Series

Table 15 presents a three-year overview of mathematics achievement. The percentage of correct responses on posttest is shown as the top figure while the number in parenthesis represents the pretest to post-test gain made each year. For example, in the 1977-78 school year, elementary students correctly answered fifth-six percent of the items correctly. This represents a gain of five percent over the pretest correct responses.

During the three-year program period from 1977-1980, mathematics achievement remained at a stable level in terms of the percentage of correct responses obtained each year on the posttest.

The total correct responses for both elementary and junior high students was forty-seven percent, forty-nine percent, and forty-eight percent in the 1977 through 1980 school year.

There were, however, in both the Elementary and Junior High schools, as well as in total (both combined), greater pre-post gains made toward the end of the program period than during the first year of the program. In the first year, math gains averaged just five percentage points while in the 1980 school year, the gains averaged fourteen percent.

Table 15

Mathematics Achievement*

An Overview of the Three-Year Program Period

1977-80

Percentage of Correct Responses on the Posttest and Degree of Pre/Posttest Change Combining All Grades in the Program

Group	Posttest Percentage Correct/ Pre-Posttest Change 1977-78	1978-79	1979-80
Elementary (1-6)	56 (+5)	62 (+19)	55 (+16)
Junior High (7-9)	28 (+6)	29 (+6)	39 (+13)
TOTAL	47 (+5)	49 (+14)	48 (+14)

*Numero o Computacion: Inter-American Series

Included in the Title VII Bilingual Program was one Kindergarten class in PS 161. These sixteen children were pre and posttested using the Pre-School Test of General Ability: Inter-American Series (Spanish Edition). As yet there are no Kindergarten norms available for this test.

As shown in Table 16, pre-post mean raw score differences were significant at the .01 level of probability. On the pretest and the posttest, there was little differentiation between performance on the Verbal-Numerical subtest and the Non-Verbal subtest. Not shown in the table is the pre to posttest increase of items correct which was nineteen percentage points (forty-seven to sixty-six percent respectively).

Table 16

Preschool Test of General Ability*

Kindergarten - P.S. 161

Pre/Posttest Means for Verbal-Numerical, Non-Verbal, and Total Raw Scores with Standard Deviations and t and p Values for Mean Differences

N	Max. Score	Pretest	Posttest	Mean Difference	St.Dev.	t	p
			Verbal-Numerical (Subtests I-IV)				
16	40	19.50	26.75	7.25	4.99	5.66	.01
			Non-Verbal (Subtests V-VIII)				
16	40	18.43	25.87	7.44	4.60	6.30	.01
			Total (Subtests I-VIII)				
16	80	37.93	52.62	14.69	8.47	6.73	.01

*Inter-American Series (Spanish Edition)

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Based on the Discrepancy Evaluation the following conclusions concerning the Bilingual/icultural (Title VII) Program can be made:

1. The establishment, development, refining and maintenance of a model bilingual program designed to service Spanish language dominant children has been accomplished.

2. The program has truely enhanced the positive self-image and self-respect of participating students by increasing their cultural knowledge.

3. The program has provided training of personnel involved and increased their functional competency and professional growth through monthly meetings, workshops and payment of tuition for course work at local colleges.

4. The resource center, although limited in holdings, is excellent in its content.

5. The parents of participating students were trained to become more involved in the educational process of their children.

Based on the classroom observations and interviews with program staff, the following conclusions concerning the Bilingual/Bicultural (Title VII) Program can be made:

1. Teachers were professionally competent and strove to give the student a quality education. Educational assistants were well trained to perform their jobs. Learning was taking place in the Bilingual/Bicultural classes.

2. Classroom facilities were more than adequate, well utilized and well organized.

3. Materials for classroom instruction were considered excellent; however, additional audio-visual materials were needed. The Resource specialist has been doing an excellent job in selecting materials and in assisting teachers with the curriculum.

4. The Acting Bilingual/Bicultural Supervisor has done a magnificent job in effectively organizing, administering and supervising the program. Her dedication and interest in the educational system was a key to making the program run smoothly.

5. Additional emphasis needs to be placed in the parent program to increase attendance and participation. One suggestion is to combine advisory committee and parent meetings, holding them on the same day.

6. Test results, especially in reading, are very encouraging. Strong pretest to posttest gains have been consistently shown regardless of school or grade. The greatest gains however, tend to occur at the lower grades.